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ABSTRACT

Perspectives on the use of adjunct faculty are provided by the Chancellor of Indiana University at Kokomo. Colleges can call upon adjunct faculty to offer courses that would not ordinarily be offered. Adjunct faculty are important in bringing an amount of productivity and experience to degree programs, since they bring expertise in a given discipline and they actually practice what they teach. While some adjunct faculty come from other universities, many come from professions within the community. Most have a master's degree plus experience, and many possess doctorates. While adjunct faculty have comparable qualifications with full-time faculty, they choose to work primarily outside the classroom. Consideration is given to the following topics: generalists versus specialists; appointment and evaluation of adjunct faculty; increments in salary; contractual agreements; orientation programs; information that should be included in handbooks for adjunct faculty; faculty development; instructional development; and institutional development. It is concluded that the judicious utilization of adjunct faculty can increase institutional versatility, possibly free funds for academic venture capital for new programs, and enrich the learning experiences for students. (SW)

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UTILIZATION OF ADJUNCT FACULTY MEMBERS

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They are called "adjuncts," but a laymen's job description of part-time teacher would be more accurate. More precisely, adjunct lecturers via their knowledge and experience complement the full-time faculty. It is not always possible - generally because of the ogre of the budget - for an institution to field all full-time faculty members. Often, colleges and universities want to supplement or enrich the curricula by offering courses which would not ordinarily require the continuous services of a full-time faculty member. It is then that adjuncts are often called to offer their talents to complete the faculty roster.

Adjunct faculty members are extremely important in bringing an amount of productivity and experience to degree programs. A good balance of adjunct faculty is very helpful. In essence, they are actually practicing what they teach. Adjuncts fit into the life of the university by bringing expertise in a given discipline, practical application outside the university structure, and academic training to the classroom.

Some adjuncts come from other universities, but many come from the mainstream of the community where they are judges, ministers, economists, accountants, social workers, psychologists, housewives, businessmen, industrialists, etc. They usually have a masters degree plus their experience, and many possess doctorates. They are qualified at the same level as are full-time faculty, but have just decided to spend most of their time outside the classroom. Most adjuncts perceive teaching as an enjoyable avocation and do not necessarily pursue part-time teaching for the monetary inducements it offers.

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GENERALISTS VS SPECIALISTS

Some institutions have approached the utilization of adjunct faculty members on the basis of ratios. The administrative team at a private university in the midwest attempts to maintain a ratio of three adjunct faculty members to one full-time member. Other colleges and universities use credit hour production as a gauge to maintaining a proper mix of part-time faculty members. It has been suggested that no more than 45 per cent of the credit hours produced should be generated by adjunct faculty members. Any time the overall credit hour production by adjunct faculty members approximates or exceeds 50 per cent, warning signals should be raised to the officials of a given campus. Some accrediting associations frown upon institutions which have part-time faculty producing more than 45 per cent of the overall credit hour production.

In reviewing methods by which part-time faculty members are most effectively used, it was found specialists were more attractive than the generalists. Adjunct faculty who had an area of expertise which could complement the strengths of full-time faculty and, also, enrich the curricular offerings had a tendency to be employed more frequently. It would appear that colleges and universities have a tendency to employ as full-time faculty those individuals who are generalists and can form a nucleus on which to build the academic programs. Thus, the full-time generalists would be on a tenure tracking system permitting

institutions to be flexible in the event there are changing enrollment patterns within or among specific academic programs.

An example may be a college which decides to implement business programs. A cadre of full-time faculty members who have strong backgrounds as generalists in management could serve as the foundation on which to build areas of concentration or majors. Institutions could move into areas such as transportation management, food service management, retail management, industrial management, etc., through the utilization of adjunct faculty members with expertise in any of the aforementioned areas. As a result, colleges and universities could respond to the needs of the geographic area they are serving and still maintain sufficient flexibility to adapt to changing interests of student clienteles.

Additionally, discretionary utilization of adjunct faculty could possibly free financial resources for "academic venture capital" for new majors or programs. Illustratively, an institution with a mental health center or hospital in physical proximity staffed by highly qualified specialists could have these professionals teach general education courses as well as upper level psychology courses. By employing the part-time specialists, funds which might be earmarked for a full-time position might be reallocated

to another academic area. A caveat might be warranted: this reallocation should occur only if there is a sufficient pool of full-time faculty to support the major or program from which the funds are being channeled. It has been suggested a bare minimum of three full-time faculty should constitute the nucleus for an academic concentration or major.

APPOINTMENT, EVALUATION, AND INCREMENTS IN SALARY

Just as much care should be taken in the appointments of part-time faculty as is taken with the full-time faculty member. Too often institutions employ a part-time faculty member because there is an immediate need for a class to be taught. If this attitude is pervasive and any "warm" body will suffice, then the academic quality of the institution may suffer dramatically. When adjunct faculty members are sought, it should be with the intent of enriching the instructional process.

Before an appointment is made, an adjunct faculty member should have a job description which delineates roles and responsibilities of the instructor, should be provided with course descriptions and syllabi, and understand how the particular course relates to the overall curricular structure. During the interview process, adjunct faculty members should meet with the department or division chairperson and faculty members within the discipline. Additionally, opportunity should be provided to meet with the Dean

of Students, Academic Dean, and other persons in the academic support areas.

Students also should be involved in the interview process, and the faculty member being interviewed should be expected to teach a seminar and lecture on a topic to be covered in the discipline. Students, full-time faculty, and the division chairperson should be asked to evaluate the performance of the applicant for the position of adjunct faculty member.

Many institutions develop a reservoir of adjunct faculty members on whom they can call at a given time. It is not uncommon for some institutions to have 100-125 faculty members on whom they can draw in any semester or quarter. These institutions usually have resumes, copies of transcripts, and other pertinent information about the expertise of the individual faculty member. Therefore, the institution can shape its own destiny and dip into the pool for a faculty member to teach at any given time of day or during a particular day of the week. This method is recommended as opposed to building a schedule around the availability of the faculty member. Thus, schedules can be built on the interest and needs of students.

The adjunct faculty member should be evaluated according to the same procedures as applied to the full-time faculty. Those institutions which have established a coordinated

and systematic evaluative process for adjunct faculty members have found these individuals not to be as resistive to evaluation as the full-time faculty. Most adjunct faculty members are accustomed to being evaluated in their work-a-day world. Therefore, the adjunct faculty member has a tendency to want to participate in workshops which will impart teaching performance and seems to be more receptive to an evaluative process which will aid in the improvement of teaching. Interestingly, an evaluative process which, also, is tied to promotional or salary increments appear to be just as objectively received by part-time faculty.

Adjunct faculty members should be viewed in the same way as full-time faculty members. There is a logical reason for an adjunct faculty member to be at an institution. The relevance of course material, potential fund-raising opportunities, placement for students in cooperative education, and future jobs for graduates are residual side-benefits of employed adjunct faculty members. A part-time faculty member should not be viewed as a threat to job security, but perceived as an enhancement of the quality of instruction.

In summary, appointments, evaluation, and increments within the salary scale should be approached in a systematic and organized manner. The adjunct faculty member must be

made aware of his roles, responsibilities, and expectations. Adjunct faculty who are average-to-poor teachers should be weeded out and only the exceptionally talented teachers should be retained. If properly utilized, the adjunct faculty member can make outstanding contributions to the learning/teaching process of any college or university.

CONTRACTUAL AGREEMENTS

There are a variety of contractual agreements which have been made with adjunct faculty members ranging from treating the individuals as independent contractors to recognizing their contributions in terms of professorial ranking and length of service to the institution.

The independent contractor usually receives a flat salary for service rendered, and no fringe benefits are included. In this arrangement, a person is responsible for reporting his/her income in a manner which they deem advisable without obligating the institution.

Other universities will treat the adjunct faculty member in the same fashion as they would treat a full-time faculty member; i.e., degrees held; experience in teaching, especially in the institution which they are serving; evaluative reports of students, peers, administrators; etc., are components built into salaries received and professorial promotions or rankings. Additionally, the adjunct faculty member should be available for advising immediately prior to and after classes as well as making some type of provision for an individual student who has a problem to contact the faculty

member for advice and counsel. Therefore, advising should be a component which is valued and weighed for promotion and increase in salary. However, the adjunct faculty member is not in a tenure-tracking position, but is recognized for his contributions to the learning/teaching process in the same fashion as a full-time faculty member.

Depending upon the institutional philosophy, either contractual agreement or combination of the two might be very appropriate. There is concern on the part of the full-time faculty members that the treatment of adjunct faculty as an independent contractor is the least palatable because the academic quality of an institution could be eroded if not properly monitored. The argument is also made that the adjunct faculty member is exploited, and the institution is sacrificing academic integrity to accomplish economic efficiencies.

Regardless of the contractual agreements used by a given university, the evaluative techniques must be applied to the adjunct faculty member in the same fashion as the full-time member. Even though the adjunct faculty member must be made to feel he is an integral component of the academic process and not an outsider, the expectations and responsibilities of the "part-timer" should be the same as the "full-timer" when relating to students and the learning/teaching function.

ORIENTATION PROGRAMS

The adjunct faculty members should have an orientation at the beginning of each term and be made to feel part of the institution. If for no other reason than to deal with some of the internal procedures and policies, orientation programs are needed for part-time faculty members.

In the event of an emergency, many faculty members are not aware of the procedures to be followed. If a classroom door is locked, the faculty member may not know to whom to turn for a key. If an accident or illness should occur, procedures for handling and reporting the situation should be explained.

Too often adjunct faculty members meet with a division head or academic administrator, are asked to teach a class, given the classroom and schedule, and left to fend for themselves. Items such as the purpose of courses within the institution or within the system should be discussed. The reporting of grades and the necessity of adhering to schedules are often imposed upon an adjunct faculty member without explanation of the rationale why deadlines have to be met. Procedures as to how to get audio-visual equipment, counseling, library services, reimbursement for travel, support services available to faculty, profile of students, etc., are items which should be covered. Thus, there are a variety of details which should be explained

fully to faculty members at an orientation session.

The full-time faculty member in each discipline should be on a first name basis with adjunct faculty members. The part-time faculty members need to become involved with the internal operations or procedures, especially when they are related to scheduling, curricular planning and development, the expectations of courses as they lead sequentially to more advanced curricular offerings, etc.

ADJUNCT FACULTY MEMBER HANDBOOK

A handbook should be provided for adjunct faculty members. The contents should be as comprehensive as possible and should include such items as follows:

GENERAL INFORMATION

- Non-Discriminatory Policy
- Terms of Employment
- Pay Dates
- Faculty Parking
- Annual Reports
- Division Meetings
- Academic Senate
- News Letter
- Emergencies
- Emergency Closing Policies

CLASSROOM INFORMATION POLICIES AND PROCEDURES

- Academic Rules and Regulations
- Class Rosters
- Admission to Class
- Closed Sessions
- Delayed Registration
- Addition of Courses
- Audit Policy
- Mid-Term Grades
- Final Grades
- Grading Code
- Deferred Grades
- Incompletes

Method of Removing of Incompletes
Withdrawals
Change of Grade
Student Evaluations
Class Meetings
Classroom Furnishings and Equipment
Instructor Absence
Make-up Work
Cheating and Plagiarism
Examinations
Absence from Final Examinations

SERVICES

Secretarial Service
Mail Service
Supplies for Classroom and Laboratory
Duplicating
Telephone
Office Space
Book Store
Text Books
Library
Audio-Visual Services
Computer Services
Counseling Services
Career and Placement Services
Services for Disabled Adjunct Faculty
Food Services

The handbook should be provided to the adjunct faculty at least two weeks before the orientation session. During orientation, time should be provided for a review of the handbook and for a question and answer period.

FACULTY DEVELOPMENT

The adjunct faculty member appears to be more receptive about participating in workshops which will assist in the improvement of teaching performances. Workshops or conferences should be held at a time, day and location which is convenient for the majority of the adjunct faculty members.

The types of developmental programs may be classified according to the following:

A. Faculty Development

The focal point or theme is on the faculty member and how they can improve themselves as teachers; e.g., test construction, development of syllabi, pedagogical techniques, uses of technological advances, writing performance objectives, and so forth.

B. Instructional Development

The student is of primary concern, and the emphasis should be on improving the learning environment and process; i.e., recognition of varying learning rates of individual students, the recognition of student strengths and deficiencies, importance of knowing students by their names, etc.

C. Institutional Development

Institutions have global priorities and are concerned about moving in certain directions. Areas which might be included are the establishment of a Learning Resource Center, the development of a program on management and instruction by objectives, the development of majors based on student outcomes, computer assisted instruction, consumer litigation, etc.

Conferences and workshops should be made available to adjunct faculty members through featured speakers from within and

outside the institution. Also some travel for adjunct faculty members to attend symposia or conferences away from campus should be provided.

If there is concern about upgrading the learning/teaching process of the institution, funds must be provided for the professional development of adjunct faculty members, as well as full-time faculty members.

"STROKING"

Part-time faculty members need to feel the contributions they make in the learning/teaching process are appreciated. Simple overt gestures of recognition are well-received and welcomed. Invitations to all faculty functions such as coffee klatches, TGIF get-togethers, luncheons, dinners, cocktail parties, and other social gatherings can make the adjunct faculty members feel they are an integral component of the university faculty. Some institutions have implemented an Outstanding Adjunct Faculty Member Award which carries a monetary reward, an appropriate gift, or a plaque of recognition which is presented on Honors Day or during a Special Convocation.

Complimentary tickets to sporting events, programs in the performing and fine arts, and other cultural activities are a way of saying thank-you. When adjunct faculty members serve on committees, do an extraordinary job in teaching or advising, a thank-you note from the division

head, academic dean, or president can mean a great deal to the recipient. Everyone wants to feel their efforts are appreciated, and "stroking" can greatly enhance the teaching of part-time faculty.

SUMMARY

Many colleges or universities do not engage in practices or procedures for their full-time faculty which have been suggested in this paper for adjunct faculty. However, it is time for colleges and universities to address the importance of this very vital linkage to the academic process --- the role of adjunct faculty members can no longer be ignored. It has been stated that part-time teachers are not dedicated, nor prepared as well for the learning experience as full-time faculty and that they do not care as much about teaching the individuals in their classrooms. If both of these contentions were factual, they would result in the lowering of student achievement or outcomes. It has been demonstrated that the judicious utilization of adjunct faculty members can increase institutional versatility, possibly free funds for "academic venture capital" for new programs, and enrich the learning experiences for students. By viewing the adjunct faculty member as an integral component of the instructional process, improved teaching accountability and performance can only have a very positive affect on the quality of the academic program. As a result, the image of institutions can only be enhanced. It is time to address a neglected academic resource!